

## General Education Course Coding Form

### Directions:

1. Complete this form. (Contact the Coordinator of General Education if you have any questions.)
2. Attach a syllabus or course guidelines that includes
  - a. list of measurable student learning outcomes
  - b. information on how outcomes will be assessed including descriptions of reading and writing activities, projects, presentations, testing, etc
  - c. list of course requirements such as attendance, assignments, etc
3. Have your proposal reviewed by the appropriate department and school/college committee.
4. Submit your proposal to the University Curriculum Committee in care of the Office of Academic Affairs.

### Form Information:

1. Department/Program: Religious Studies
2. Course Information: RELG / 2410 / Religion and Science  
(1000 & 2000 only)    Prefix            Number            Title

Note: Once a course number has been assigned a gen ed code, all sections of that course will have the same code.

If the course is a topics or issues course the last digit in the number should designate its code according to the following guidelines. Topics or issues course 2300 has no code, 2301 is coded for Critical Thinking, 2302 is coded for Communications, 2303 is coded for Historical Consciousness, 2304 is coded for Humanities, 2305 is coded for Values, 2306 is coded for Cultural understand, 2307 is coded for Arts Appreciation, 2308 is coded for Scientific Understanding, and 2309 is coded for Mathematics.

3. General Education Code requested SCI (List only one code)
4. Does this course have a prerequisite? No (General Education Courses should not have prerequisites)
5. Will this course be taught in an online format? No
6. Indicate how the learning objectives on the attached syllabus meet the General Education Criteria (below) for the requested code.

Students will learn to engage in analyses of concepts of a scientific discipline and its methods, limitations, and impact in the modern world, and then compare and contrast those with analyses of a religious tradition and its methods, limitations, and impact in

the modern world. Please note this is a thematic course and actual content may vary somewhat with instructor. The attached syllabus provides one example.

7. Check all that apply..

GEN ED GOALS FOR THE CODE(S) ARE IDENTIFIED ON THE SYLLABUS IN:

COURSE DESCRIPTION	<u>  X  </u>
COURSE OBJECTIVES/OUTCOMES	<u>  X  </u>
PROCESS OF THE COURSE	<u>  X  </u>
OTHER	Each teacher will incorporate different activities in forms of evaluation of the course.

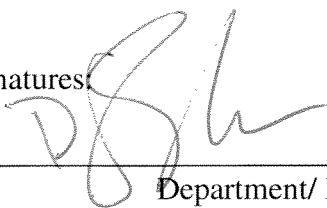
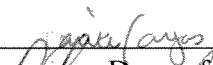
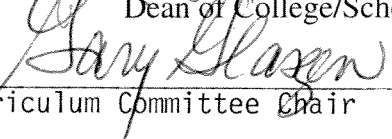
STUDENT ACHIEVEMENT OF GEN. ED. GOALS ARE ASSESSED WITHIN:

EXAMS	<u>  X  </u>
PAPERS	<u>  X  </u>
PORTFOLIOS	<u>      </u>
CLASS EXERCISES	<u>  X  </u>

8. What entities (department, college/school) have reviewed and approved this proposal?

Department of Religious Studies  
College of Arts and Sciences  
Biological Sciences

Signatures:

	/	<u>  1-9-08  </u>
Department/ Program Chairperson		Date
	/	<u>  1-10-08  </u>
Dean of College/School		Date
	/	<u>  1/15/08  </u>
Curriculum Committee Chair		Date

## **Religious Studies 2410-01: Conflicts in Science and Religion**

Thursday 5:30-9:30 (Webster Hall 406)

Dr. Jason Slone, [slonej@webster.edu](mailto:slonej@webster.edu)

Office: Schultz Hall 252 (Eden Theological Seminary)

Phone: (314) 961-2660, ext. 7939

Office Hours: Mon/Wed 9-11, Tues 9-10 and 1-2, and by appointment

### **Course Objectives**

In this class, we will analyze three cases studies in which scientific concepts, methods, and discoveries have resulted in conflicts with religious concepts, methods, and traditions: (1) the Copernican revolution in the discipline of astronomy, (2) the Darwinian revolution in the discipline of biology, and finally (3) embryonic stem-cell therapy. Then, we will analyze a recently emerged hypothesis from the discipline of cognitive science that human minds are “hardwired” in such a way that religious beliefs are “natural” to us whereas scientific beliefs are “unnatural” to us—thus purporting to explain why religious belief is so widespread but scientific habits of thought are not. From these case studies, students should have a better understanding of both the impact of science and of religion in the modern world.

### **Course Outcomes**

1. Learn the details of the Copernican revolution in astronomy, including the Christian Church’s response to it.
2. Learn the details of the Darwinian revolution in biology and the various responses of Christians to it.
3. Learn the details of the embryonic stem-cell research controversy, including the basic details of the science and the various ethical criticisms of it.
4. Learn the core hypotheses of the cognitive science of religion and of the cognitive science of science for purposes of comparing and contrasting the “naturalness of religion and the unnaturalness of science” hypothesis.

### **Texts**

1. McGrath, A. 1999. *Science & Religion: An Introduction*. Blackwell Publishing.
2. Ruse, M. 2001. *The Evolution Wars: A Guide to the Debates*. Rutgers University Press.
3. Ruse, M. and Pynes, C. 2003. *The Stem Cell Controversy: Debating the Issues*. Prometheus Books.

### **Grades**

200 points for attendance and participation.

- a. 15 points per class attended.
  - b. 80 points for participation
2. 150 points for readings exams (5 x 30 pts).
  3. 50 points for a 30 minute PowerPoint presentation in class (topic of your choice).
  4. 100 points for a final exam.

Total: 500 points (Grade cutoffs: A = 93%; A- = 90%; B+ = 87%; B = 83%; B- = 80%; C+ = 77%; C = 73%; C- = 70%; D+ = 67%; D = 63%; D- = 60%; F = 59%)

### **Course Policies**

- There are no excused absences. Oral book reviews worth 15 points may be done to make-up for points lost due to missing class.
- Students may not engage in any dishonorable behavior, cheat, steal, lie or commit any act of plagiarism during their academic work, course, or endeavor. Students that violate this policy will receive an "F" for the course.
- If you are a student with a disability, it is your responsibility to notify me one week prior to any needed service so that reasonable accommodations can be made for you.

### **Course "Golden Rule"**

This is a course in religious studies, not theology nor the philosophy of religion. As such neither the students' nor the professor's personal beliefs will be scrutinized.

### **Course Schedule**

- Week 1 – Introduction: What is religion, what is science, and why is there a conflict?
- Week 2 – The Copernican Revolution (Essay - based on assigned readings)
- Week 3 – The Darwinian Revolution (Essay - based on assigned readings)
- Week 4 – Embryonic Stem-Cells (Essay - based on assigned readings)
- Week 5 – The evolutionary psychology of religion (Essay - based on assigned readings)
- Week 6 – The cognitive science of science (Essay - based on assigned readings)
- Week 7 – Epistemological and ethical issues in the science vs. religion debate (Essay - based on assigned readings)
- Week 8 – Student presentations and final discussions